



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Langold Dyscarr Community School
Number of pupils in school	79/325
Proportion (%) of pupil premium eligible pupils	24.3%
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Gemma Barlow
Pupil premium lead	Michelle Neal
Governor / Trustee lead	Janet Symonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,475
Recovery premium funding allocation this academic year	NA
Service pupil premium	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98,475

Part A: Pupil premium strategy plan

Statement of intent

At Langold Dyscarr Community School, our intent is to secure the very best outcomes for every child through high-quality teaching, effective pastoral support, and a culture of ambition for all. We are committed to ensuring that disadvantaged pupils, alongside their peers, have equal access to opportunities that enable them to flourish both academically and personally.

We recognise that disadvantage does not define potential, and that not all children in receipt of Pupil Premium funding face the same challenges. Equally, some pupils who experience disadvantage may not be eligible for funding. For this reason, our approach is centred on meeting the needs of each individual child, ensuring that all pupils can achieve and make strong progress. Rigorous monitoring and assessment allow us to identify barriers, close gaps, and track the impact of our support.

Our strategy is embedded within the School Improvement Plan and our learning recovery programme. Its ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected rates of progress.
- To ensure every pupil reads fluently and with understanding, enabling them to access the full curriculum.
- To promote health, wellbeing, and resilience so that pupils are ready to learn and succeed.

To achieve this, we invest in high-quality professional development for staff, evidence-based teaching approaches, and targeted interventions. Provision includes small group and one-to-one support, deployment of 'Achieving Potential' teaching assistants, targeted tutoring, pastoral and emotional support, and daily attendance monitoring. These strategies are underpinned by diagnostic assessments to identify and address individual needs swiftly and effectively.

We are committed to reviewing the impact of our strategy termly, measuring attainment and progress in all areas. By maintaining a relentless focus on quality first teaching, targeted support, and the wider wellbeing of our pupils, we aim to ensure that every child—regardless of background—has the skills, knowledge, and confidence to reach their full potential and thrive in the next stage of their education and beyond.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	On entry to school, many children demonstrate limited oracy skills and a significantly reduced vocabulary. Evidence from ELG scores, classroom observations, and pupil discussions highlights underdeveloped oral language and persistent vocabulary gaps, particularly among disadvantaged pupils. These challenges are noticeable from Foundation 1 through to Key Stage 2 and are generally more prevalent in disadvantaged pupils compared to their peers.
2	Closing the attainment gap in reading, writing, phonics and maths. Despite quality first teaching and accessing a range of interventions many pupils did not manage to catch up to their peers. Although there were successes last year, there is still a tangible gap between where the children are and where they should be. Phonics screening check results, KS1 reading outcomes and ongoing formative assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Foundation in the last 3 years 80% of our disadvantaged pupils arrive below age related expectations. Internal assessments, supplemented by external data where available, consistently demonstrate that the mathematical attainment of disadvantaged pupils—particularly boys—is markedly lower than that of their non-disadvantaged peers. Over the past three academic years, 80% of disadvantaged pupils have entered the Foundation Stage performing below age-related expectations.
3	Parental engagement in home reading and homework is often poor. Some parents struggle to support their children at home due to literacy skills or through lack of aspiration. Many parents have shown that they are keen to work with children if they know what to do. They need help and support to enable them to have the confidence to help their children in reading, writing, maths and phonics.

4	Attendance and punctuality Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress
5	Reducing the impact of social emotional and mental health upon learning. 75% of the pupils who display challenging behaviour in and around school and receive funding for emotional and behavioural support are disadvantaged pupils.
6	To further broaden the horizons of our pupils and our families – pupils and parent share narrow experiences. A number of children don't know what they might want to be or where they want their lives to go in the future. They are not able to link work in school with future ambition.
7	Complex home lives. Around 60% of our pupils live in homes where there are complex challenges including neglect, mental health difficulties, addiction, domestic abuse, poverty and children who have suffered from ACEs. The situation is being made worse by the current cost of living and fuel crises.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
EYFS – raising standards in all areas – with a particular focus on writing. Increased oral language skills and vocabulary among our disadvantaged pupils.	Raised attainment of all pupils to enable them to meet their targets. The number of children achieving a good level of development will be more in line with National. Assessments and observations indicate enhanced spoken language ability among our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and on-going formative assessments.
Reading, writing and Maths	All pupils achieve their targets. These are readily reviewed and the support of parents is enlisted through parent evenings, pupil trackers, homework and in school support sessions.
Phonics	Year 1 phonics screening test scores are in line with national average or above. FS

	phonics ensures that the vast majority of children are able to access the year 1 programme.
Broadening horizons	Raised attainment in all subjects through school visits and visitors, increased knowledge and accumulation of cultural capital.
Raise attendance	All pupils see the importance of attending school and the connections to attainment. High levels of attendance, demonstrated by: • Pupil premium attendance is in line with National. • The percentage of all pupils who are persistently absent reduces and is more in line with National.
Improved SEMH in all children Zones of regulation	Children are able to access the appropriate support to enable them to enjoy and fully benefit from their time in school both socially, behaviourally and academically. They are able to self-regulate their behaviour using the zones of regulation and successfully influence the behaviour of those around them.
Improved whole school learning behaviour through the use of meta cognition strategies Children are more proactive in their behaviour. They use advice given to make changes to their understanding and the work they produce.	Improved whole school learning behaviour through the use of meta cognition strategies Children are more proactive in their behaviour. They use advice given to make changes to their understanding and the work they produce.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and middle leaders to continue coaching identified staff.	Source EEF Teaching Toolkit	1,2,3,6,
Embed high quality teaching in the core subjects through monitoring, coaching, open classrooms and team teaching	EEF guide to pupil premium- tiered approach - teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support the less experienced members of staff within our school, so we have identified a member of staff who will take on and develop this role within the middle management structure Potential gain +5 months.	1,2,3
Early career framework support for three ECT1 teachers through monitoring, team teaching, coaching, MAT support	ORAL LANGUAGE INTERVENTIONS – high impact.	1,2,3,4,5,6,7
To sustain best practice in phonics	Class teaching of communication skills. Effective assessment through threshold concepts. POTENTIAL GAIN: +6 months	1,2,3
Investment in NPQLT to strengthen leadership and raise standards £895 plus cover 6 days cover	FEEDBACK -high impact. Used in literacy and numeracy on a daily basis through verbal feedback and tasks. Individual writing conferences at the end of each block of work for	1,2,4,5,6

To train 2 members of staff in Forest schools £1,794	all pupils. POTENTIAL GAIN: +7 months Phonics teaching – high impact Potential Gain +5 months	1,2, 4,5,6,7
To train EYFS staff in using the SHrec approach to develop children's communication and language through socially meaningful interactions. £500	Early Numeracy teaching – high impact Mastering number project. Number sense – resources and staff development Potential Gain:+6 months META COGNITION – very high impact. Developing a learning to learn thought to action process, thinking aloud. POTENTIAL GAIN: +7/8 months	1,2,4, 5,6,7

2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support in addition to whole class teaching for	Source: EEF Toolkit Small group tuition is defined as one teacher or professional educator	1,2,3

individuals and groups in reading, phonics, writing and Maths across the whole school	working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging topics or skills. Potential Gain +4 months Oral Language interventions – high impact. Small group, 1:1 intervention to boost speaking and listening. NELI trained TA's to deliver Potential Gain +6 months One to one interventions Teacher led. Targeted to the needs of the pupils. Focussed development and progress evaluated daily. Potential Gain +5 months EEF (+) We define parental engagement as the involvement of parents in supporting their children's academic learning. Potential Gain +4 months Having analysed our cohorts, we have identified that year 6 have considerable gaps as a result of the pandemic and these will be addressed through intensive tuition. We have also identified the Year 2 cohort as needing intervention and therefore will access further phonics support and NCTEM mastery number as an intervention. Identified children	
Improve pupil's confidence in being able to speak clearly and coherently £500		1,2,3
Booster sessions for all year groups before and/or after school during the school year.		1,2,3
Reading volunteers to work with lowest 20% pupil premium children in all year groups. £0		1,2,3
Y6 daily reading breakfast booster sessions		1,2,3
Y6 and Y5 reading plus intervention daily sessions.		



sustain the zones of regulation. £0

will also access the Launch pad for literacy intervention.

1,2,5

3) Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer Appointed to analyse attendance and to complete First day call and support families to raise attendance/punctuality.	Source EEF Toolkit The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
ELSA	Social and Emotional Learning - interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. SEL interventions might focus on ways in which pupils work with, and alongside, their peers, teachers, family and community. These include specialised programmes which are targeted at pupils with particular social or emotional needs. Potential Gain + 4 months We define parental engagement as the involvement of parents in supporting their children's academic learning. Potential Gain +4 months	ALL
Continuation of National Breakfast Scheme so that all children come to school ready to learn		ALL
Continuation of the Take Care team.		ALL
Breakfast club worker x2		1 2 4 5 6
Lunch time Play Worker (2)		1 2 4 5 6
Subsidized trips for all Pupil Premium children.		1 4 5 6

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.



Langold SHINE
Evaluation of Pupil Pre

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELSA	ELSA Support
Reading Plus	Reading plus.com
Maths Bot	Maths Bot.com